WEEK 7   Day 4

<table>
<tr><td colspan="2"><h2 align="center">Vocabulary & Language</h2><p align="center">Action Verbs</p></td></tr>
<tr><td>Weekly Question</td><td>How do people impact animals' survival?</td></tr>
<tr><td>Language Objective</td><td>I can use and demonstrate understanding of action verbs (L.1.1.d)</td></tr>
<tr><td>Vocabulary</td><td>The following words are used as verbs in this context:
generate: to create
mistake (v): to identify something wrongly as something else</td></tr>
<tr><td>Materials and Preparation</td><td>● "How People Help Animals Survive and Thrive" slides, from Text Talk

On the whiteboard, write:
    People generate a lot of trash.
    I generate a lot of writing when I really care about what I want to communicate.

    Sea turtles mistake trash for food and eat it.
    It's easy to mistake one school yellow bus for another one.</td></tr>
<tr><td>Opening</td><td>This week we are talking about how people can take action to help animals survive and thrive. Today we'll talk again about action verbs. Remember, an action verb is used when a writer wants to show someone doing something.</td></tr>
<tr><td>Discussion</td><td>Today we'll think about a few tricky action verbs and use them in sentences to help us understand them.

Refer to slide 3. Read the first two sentences on the board.</td></tr>
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Vocabulary & Language U2 W7 D4

	***Generate** is an action verb. What do you think generate means in this context? What words could we use instead of "generate" in these sentences?*
	
	Think, Pair, Share.
	    What does it mean to generate a lot of trash? Why is this a danger for animals?
	
	    Turn your partner again. Try to think of a new sentence using the word "generate."
	Elicit a few ideas, and write one new sentence on the board.
	
	Refer to slide 3 again. Read the second pair of sentences on the board.
	    ***Mistake** is an action verb. What do you think "mistake" means in this context?*
	
	Think, Pair, Share.
	    What does it mean to mistake trash for food? Why is this a danger for animals?
	
	    Turn your partner again. Try to think of a new sentence using the word "mistake."
	Elicit a few ideas, and write one new sentence on the board.

Closing	*Today we continued to discuss action verbs. We see that understanding these verbs can tell us some ways to help animals survive and thrive.*
Standard	**L.1.1.d** Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
Ongoing assessment	Were children able to use two examples of sentences with the same word in order to understand the word's meaning? Were children able to understand the role of action verbs in helping animals survive and thrive? Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.

Notes	